Fresh Fruit and Vegetable Program
Lesson Plan: More Peas Please
Grades: PK-4

Goals
- Increase creative thinking through rhyming exercises
- Learn why peas should be part of a healthy diet
- Promote increased consumption of fruits and vegetables

Objectives
- Name one reason peas should be part of a healthy diet
- Describe taste, texture, and/or color of sugar snap peas

Materials
- ½ cup of sugar snap peas for each student
- Paper and writing utensil for rhymes

Lead-In
- Who can tell me two words that rhyme?
- What words rhyme with pea?

Lesson Script
- Today we are learning all about peas and why they should be part of our diets. To help us along the way, we will create rhymes to help us remember how important fruits and vegetables are.
- Peas grow in pods (show them a sugar snap pea for an example) and the pods grow on plants. What are some words that rhyme with pod? How about “Peas grow in a pods on plants in the sod.”
- Peas have lots of fiber- a nutrient that helps us stay full. Who can think of a rhyme to remind us that peas will keep us full? How about “If we eat a whole bowl, we will stay full!”
- Peas can also help keep your bones and teeth strong. What are some rhyming words for strong? How about “Peas will help me become strong, playing with friends is where I belong.”
• Today we are going to taste fresh sugar snap peas. Only 5% of the peas grown are sold fresh! The rest are canned and frozen. Has anyone eaten fresh peas before? Why do you think most of them are canned or frozen?

**Tasting**
• Each student will receive ½ cup sugar snap peas for tasting. Inform them that the pod can be eaten along with the peas inside!
• Have the students discuss the taste, texture, and color of the peas.

**Wrap-Up**
• Have students make up a rhyme of their own to remember the fresh pea experience. Ask them to use words they thought of during their tasting or re-use words from the lesson.
• Each student should present their rhyme by standing up and performing it. Examples of moves for their rhyme include flexing their muscle, rubbing their tummy, jumping up and down, etc.

**Optional Ideas**
• If available, read the story *Pickin’ Peas* by Margaret Read MacDonald and discuss what the students learn in the book.

**Assessment and Follow Up**
• Review objectives and measure for learning.
• Follow-up with students the next day by asking if they shared the information with their families.

**Sources**
• Evers CL. *How to Teach Nutrition to Kids*. Portland, OR: 24 Carrot Press; 2003.

